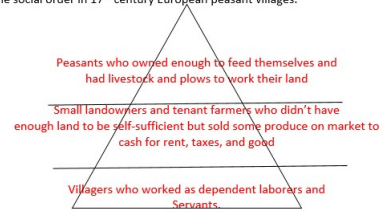


Ch. 15 Smartboard lessons.notebook

What do you think will happen in Europe because of:

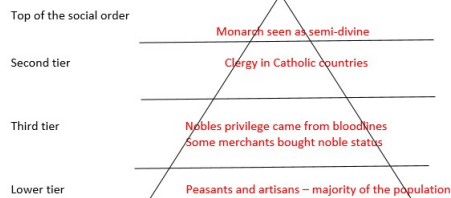
- * the Peace of Aubsburg, which granted princes the right to be either Lutheran or Catholic
- * a French boy who becomes king at age 4
- * French fear of a strong Habsburg presence on its eastern and western borders
- * a long 30-year war that decimated nearly 1/3 of the population of the Holy Roman Empire
- * a government in which the monarch has absolute power justified by divine right

2. 17th century European societies were *patriarchal* in nature. List some of the examples of the way this was evident.
- Father ruled family like a king ruled his domains – Father's will was supreme
 - Fathers could use physical violence, imprisonment or other means to impose their will
 - Fathers were expected to take care of his dependents
3. Describe the social order in 17th century European peasant villages.



15-1: Seventeenth-Century Crisis and Rebuilding

1. Describe the make-up of the social order of 17th century Europe. The Great Chain of Being – linked God to his creation in a series of social groups



Homework: Ch. 15 questions 1-8

Day 2

AP European History

Entrance task: Defend or refute: The Thirty Years' War changed the course of history for the German states

Today: the 30 Years' War

Homework: Finish Ch. 15-1

Ch. 15 Smartboard lessons.notebook

The Holy Roman Empire, pre-1618

What's the problem?



The Thirty Years' War

Causes:

- France's Richelieu wanted to make France more powerful than the Habsburgs
- Unresolved conflicts between Catholics and Protestants
- Desire for independence for the German princes in the HRE
- Economic competition between Denmark, Sweden, the Netherlands and the Habsburgs

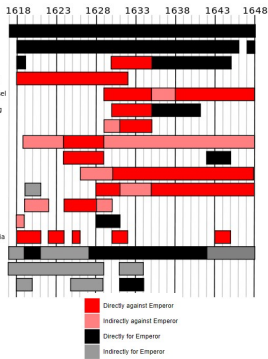


4 phases of the war

1. Bohemian Phase 1618-1645
2. Danish Phase 1625-1629
3. Swedish Phase 1626-1635
4. French (International) Phase 1635-1648



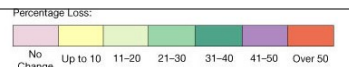
Involvement in Thirty Years' War



Based on this map, what area would suffer the most in this war? How?



What long-term impact might these losses have had on the German states?



Population Loss in Germany During the Thirty Years' War

Treaty of Westphalia

- The peace conference opened in Münster and Osnabrück in December 1644.
- Involved more than 190 states, thousands of diplomats
- First months were spent arguing over who would sit where
- Took 10 days to send a message to Paris and more than 20 to send one to Madrid or Stockholm
- A SLOW process



Treaty (Peace) of Westphalia (1648)

What provisions of this agreement should have been included in the 1555 Peace of Augsburg and could possibly have prevented this war?

Treaty (Peace) of Westphalia (1648)

Read the excerpt and discuss the questions with your group.

Be ready to share.

Emperor Ferdinand II

Gustav Adolphus

Cardinal Richelieu

1. Who participated in the Thirty Years' War?
Holy Roman Empire and its allies verses France and its allies

2. What caused the war?
Discord and civil disturbances in the HRE

3. How was the religious base of society . . .
Intro involves the Trinity and aims to create a Christian peace

4. What rights were given to the states of the HRE by the treaty?

Ecclesiastical rights, free exercise of power, and military protection within their territories.

5. What provisions were made for the military?
Unauthorized armies were to be disbanded, each state could have a military for their own protection

Puissant = powerful

1. Christian peace
2. Forgiveness for all
3. Religious freedom
4. Disband armies (not)
5. Everyone agrees

	Goals	Success?
Emperor Ferdinand II	Restore unity to the HRE and eliminate Protestantism	Failed
Gustavas Adolphus	Crush Catholics, unite Calvinists & Lutherans, maybe become the HR Emperor	HRE was weakened, Protestants were not united
Cardinal Richelieu	Crush the Habsburgs, fearing their potential aggression	Threat of French encirclement was decreased, Habsburgs were weakened

Ch. 15 Smartboard lessons.notebook

Results

- * Peace of Augsburg was reaffirmed with Calvinism now in the mix
- * Christians of a faith other than their prince could now worship freely in private
- * Ended the last religious war in Europe



Coins commemorating the Peace

Territory

- * Dutch Republic and Switzerland independence
- * German states granted the right to make treaties and alliances
- * Left Hapsburg Spain isolated to continue war with France until 1659, when it lost part of the Spanish Netherlands and some of northern Spain



7. What were the political, religious, and economic consequences of the Thirty Years' War in Europe?

Political	Religious	Economic
Treaty recognized the independence of more than 300 German princes, reconfirming the emperor's limited authority	Peace of Westphalia recognized Calvinism, along with Lutheranism and Catholicism, as permissible in the HRE. North remained mostly Protestant, and the south Catholic	Nearly 1/3 of urban and 2/5 of population died. Agriculture suffered, many small farmers lost their land to nobles, who enlarged their estates and consolidated their control

Homework: Finish Ch. 15-1

Day 3 - Study Guide pages 61-61
with
Medieval & Modern Times

Homework: Ch. 15-2 q. 15-22

Day 4

Absolutism

Entrance task: Think: What gives a person power over you?

What type of power would absolute rulers have over their people?

Today: Absolutism in France

Homework: Finish Ch. 15-2

Ch. 15 Smartboard lessons.notebook

The Absolute State

- monarchs ruled by divine right
- sovereignty = the ruler
- regulated religious sects
- abolished some liberties
- allied with nobility

The Absolute State

- solution to economic problems was the key to the monarch's power and success
- bureaucrats served the king, not themselves
- permanent standing army
- secret police

Henry IV r. 1589-1610



Henry IV



Duke of Sully

- first to establish the **Bourban** family
- began to curtail privileges of the French nobility (**the paulette**)
- Protestant but converted to Catholicism in 1593 because, "Paris is worth the Mass."
- issued the **Edict of Nantes**
- the **Duke of Sully** – finance minister – revived royal authority
- collected taxes to pay for a standing army, consolidated justice, repaired roads, encouraged new business ventures, kept the peace
- Assassinated in 1610 & succeeded by his 9-year-old son (Louis XIII)

Louis XIII r. 1610 – 1643



- King at age 9
- French nobles and the Huguenots tried to press for their own interests at the expense of royal authority
- **Marie de Medici**, the queen mother, engaged the assistance of **Cardinal Richelieu** to serve as Louis' chief minister in 1628

Cardinal Richelieu

- Richelieu reduced power and influence of nobility
- destroyed fortified castles
- established 32 districts run by **intendants** to enforce royal orders and weaken the nobility in the district
- deprived Huguenots of fortified cities




Cardinal Richelieu

- led France into the **Thirty Years' War** in support of **Protestant cause** in order to defeat its Catholic Habsburg rivals who ruled Austria and Spain
- only one law – the king's




Ch. 15 Smartboard lessons.notebook

Louis XIII




Louis XIII



Mazarin

- By 1648, France was the most powerful country on the continent
- **Cardinal Mazarin** succeeded Richelieu and continued the same policies
- the **Fronde** – 1648-1653 protests – began in provinces as civil wars against taxation and growing royal power, frightening young Louis XIV (Louis XIII died in 1643)



Richelieu

Louis XIV



Became king at age 4 after the death of his father, Louis XIII in 1643



Louis' mother, **Anne of Austria** served as the regent, but Cardinal **Mazarin** was the real ruler of France until his death in 1661




Louis XIV The Sun King



r. 1643-1715

Accomplishments & events of his reign



Louis XIV
r. 1661-1715
Wars

- Longest reign in European history – 54 years
- Fought in many wars – 33/54 years @ war
- Increased army by 4X
- Domesticated the nobility @ Versailles

Examples of Absolute rule

- Ruled alone
- Continued Richelieu's expansionism
- Ordered nobles to live at Versailles
- Reorganized the army
- Revoked Edict of Nantes
- Supported & promoted the arts

Personal characteristics

- Child king guided by Mazarin until age 23
- Inspired by the Fronde as a child, distrusted nobility
- The Sun King - "I am the state"
- Believed in divine right
- Devout Catholic
- Mercantilist

- At war with much of Europe at one time or another, often against coalitions
- Threatened the European balance of power
- War of the League of Augsburg (1689-1697) – ended the dream of expanding to France's 'natural borders'
- War of Spanish Succession – 1701-1713

Personal Characteristics

"*L'état, c'est moi*" - "I am the state"—Louis used this expression to describe his role

What does this say about his view of himself?

Extravagant lifestyle—Louis XIV spent royal money on lavish meals, clothing and palaces

Every morning, his nobles would be waiting to dress him when he awoke. If a noble was not there, Louis XIV considered him unimportant

Louis XIV r. 1643-1715

- represented the height of absolutism
- claimed to rule by divine right – the Sun King
- countless wars left France deeply in debt and eventually to the collapse of the French monarchy in the 18th century
- kept enemies (nobility) close at hand at Versailles
- established councils of upper middle class
- never called the Estates General
- Louis XIV **revoked Edict of Nantes** in 1685

Ch. 15 Smartboard lessons.notebook

Events of His Reign

- ✧ Peace of Westphalia in 1648 officially ended the powers of the Holy Roman Empire
- ✧ Louis then began increasing his central control of the government
- ✧ Tried to make France economically self-sufficient with the help of **Jean Baptiste Colbert** (minister of finance)
 - ◆ Gave government support to French companies
 - ◆ Encouraged Mercantilism (people moved to Canada to provide fur for manufacturing and a market for goods)



Accomplishments

- ➡ Appointed **intendants** to collect taxes, recruit soldiers and administer royal policies
- ✧ Taxed businesses, promoted trade and established high tariffs to promote his government
- ✧ Reorganized the French army and increased its size to 400,000 troops
- ✧ Encouraged the exploration and settlement of Canada in order to give France more territory

✧ Palace of Versailles

- ◆ Louis made Versailles the center of his government (12 miles from Paris)
- ◆ Most of the French nobles lived with him at Versailles
- ◆ Why do you think Louis XIV required most of the nobility to reside at Versailles?
- ◆ What was Louis' purpose in building the palace so luxuriously?

- ✧ In order to accomplish all of these things, Louis XIV spent enormous amounts of money
 - ◆ By the end of his reign in 1715, the debt of the Royal family was about 2.1 trillion dollars
- ✧ Are expenditures an example of absolutism?

✧ Increased interest in the arts

- ◆ Danced the title role in the ballet, *The Sun King*
- ◆ The purpose of art changed since the Middle Ages and the Renaissance
 - What was the new purpose of art?
 - ◆ To glorify the monarch

Louis XIV's Absolute Qualities

- ✧ Which of the notes on your pictograph qualify Louis XIV as an absolute monarch?



Absolutism

Homework: Finish Ch. 15-2

Day 5

AP European History

Entrance task: Prepare for a quiz!

Today: 17th century Spain

Homework - Ch. 15-3



QUIZ!!

17th Century Spain

* Included modern Portugal until 1640, Belgium, much of the Italian peninsula, Mexico, and large portions of South America and the Caribbean

* Silver imports from the Americas began to decline in early 1600s and the Spanish monarchy was unable to govern such far-flung places



17th Century Spain



- * Spanish power declined relative to that of France and England.
- * Portugal was recognized as independent in 1668
- * Charles II, aka the "sickly king" was an ineffective ruler.
 - Son of Philip IV, he was the last Habsburg monarch

War of Spanish Succession 1701-1713

- 1700 - Charles II died without an heir, leaving both the Habsburgs and Bourbons to claim the throne.
- His will left the throne to Louis XIV's grandson Philip Duc d'Anjou

Ch. 15 Smartboard lessons.notebook




France fought the Grand Alliance and . . . lost. The crowns could never be joined.

Peace of Utrecht

War of the Spanish Succession. The great British victories in this war were in the Spanish Netherlands and the Holy Roman Empire and they established Britain as a great power.


Treaties of Utrecht - a series of treaties signed in the Dutch city of Utrecht in March-April, 1713, that ended the War of Spanish Succession



- * Ended the threat of France upsetting the European balance of power
- * Solidified Britain as the naval, commercial, and financial leader in the world.

War of the Spanish Succession. The great British victories in this war were in the Spanish Netherlands and the Holy Roman Empire and they established Britain as a great power.

Treaties of Utrecht - a series of treaties signed in the Dutch city of Utrecht in March-April, 1713, that ended the War of Spanish Succession



- * Read the excerpts and identify the key terms of each.
- 1. Between England, et. al & France
- 2. Between England, et. al & Spain

War of the Spanish Succession. The great British victories in this war were in the Spanish Netherlands and the Holy Roman Empire and they established Britain as a great power.

17th Century Spain



- Spain developed standard features of absolutist monarchy in 16th century
 - > Permanent bureaucracy, standing army, national taxes
- Developed an international absolutism based on silver bullion from Peru
- Inquisition continued
 - > 1609 Philip II expelled all the Moriscos – destructive to Spanish society

17th Century Decline of Spain

- Reasons for decline
 - > Agricultural crisis
 - > Population decline
 - > Loss of artisans and merchants
 - > Failure to invest in productive enterprises
 - > Intellectual isolation
 - > Trade competition with England and the Dutch

17th Century Decline of Spain

- Economic mismanagement
 - > Expenditures exceeded income – especially with wars
 - > Habsburg dynasty was extravagant
 - > Lengthy conflicts with French during 17th century
- Spanish aristocrats didn't want to give up lifestyle
- They Ignored new technological/scientific/intellectual trends

Ch. 15 Smartboard lessons.notebook

17th Century Spain

- * Two centuries of Habsburg rule left Spain in political, social, and economic exhaustion
- * Local revolts challenged absolute rule
- * Colonial holdings ignored many Spanish efforts to control them.

Homework: Ch. 15-3

Day 6

AP European History

Entrance task: Explain the following:

Serfdom in Western Europe



Serfdom in Eastern Europe

Today: Absolutism in Prussia & Austria

Homework - Ch. 15-4

Frederick William - r. 1640-1688
The Great Elector



Frederick I - r. 1688-1713 - King of Prussia
The Ostentatious



Frederick William I - r. 1713-1740 -
The Soldiers' King



Frederick II - r. 1740-1786
The Great (an Enlightened monarch)



Frederick William, the Great Elector r. 1640-1688



- * the first of the Hohenzollerns to rule Prussia
- * Worked with Junkers (nobles) to finance military in exchange for giving them power over their serfs
- * Imposed new taxes and increased the state's treasury immensely
- * Claimed no divine right

Frederick William I, the Soldier's King r. 1713-1740

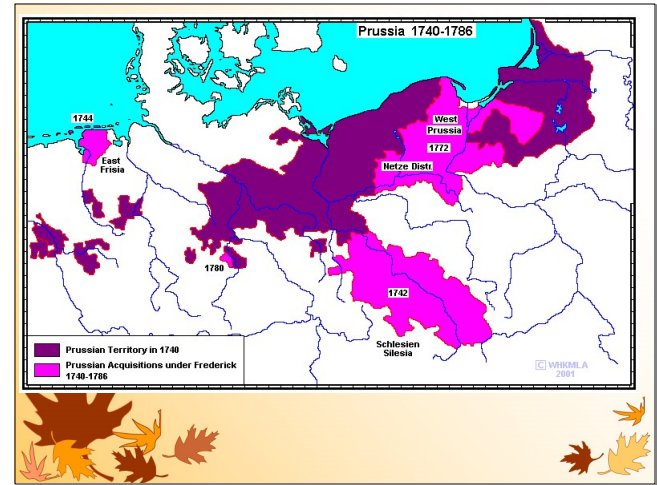
- * Believed the military was the most important attribute of Prussia & built the strongest army in Europe
- * Would form alliances to avoid using his own troops
- * Managed to avoid conflict and left a surplus in the state treasury



Ch. 15 Smartboard lessons.notebook

Frederick II, the Great r. 1740-1786

- * Considered an "enlightened monarch"
- * Oversaw the largest growth of power in Prussia
- * Was responsible for acquiring Silesia from Austria and Maria Theresa



Maria Theresa of Austria r. 1745 - 1780

- * Held many titles before her father's death (Charles VI), including Holy Roman Empress
- * Her reign was challenged by others, including France and Prussia
- * Pragmatic Sanction - neighboring powers agree to respect her title and not try to divide the Austrian Empire, but did anyway!



Prussian Essays on Government

1. What characteristics should an effective ruler possess?
2. According to these Prussian leaders, from where does the right to rule originate?
3. What does Frederick the Great see as the responsibilities of a ruler?

Video clip - 6:09

Ch. 15 Smartboard lessons.notebook

Frederick William, the Great Elector

- * paternal view of leadership
- * a politique
- * be available to listen

Frederick the Great

- * be wise, honest & knowledgeable
- * first servant of the state
- * guardian of the law
- * moral leader
- * power = fellow-men
- * avoid pomp & debauchery
- * avoid mistresses

Frederick William I, the Soldier's King

- * rule alone
- * be fiscally responsible
- * use your people to govern and lead
- * be loved and feared

Characteristics of an effective ruler

- * know the people, resources, and commerce
 - * honesty, wisdom
- * good with the people's money
 - * hardworking
- the First servant of the state
 - * the head to the body (people)

The source of power?

- * the people, not divine right

Responsibilities of a ruler?

- * the judge, general, financier, leader
- * must act in the best interest of his people

AP European History

Homework - Ch. 15-4 - Finish for Wednesday

Absolutism in Russia

Day 7



Peter the Great

Entrance task: The first marking period ends this week. What are your plans for the second one?

Today's topic: Peter the Great and absolutism in Russia

Homework – Finish Ch. 15-4, Quiz tomorrow

Info from readings

- What did Peter do for Russia?
- How did he rule?
- Major accomplishments?
- Methods of modernization
- Failures?



EVENTS OF HIS REIGN & EXAMPLES OF ABSOLUTE RULE

CONDITION OF RUSSIA WHEN HE BECAME RULER

- Russia was a land of serfs
- Isolated from western Europe by Mongol rule, geography, and religion
- A backward country with no Renaissance
- Technologically behind the west



Peter the Great
1672-1725
r. 1696-1725

REFORMS

- Modernized Russia
- Introduced western technology and customs
- Hired engineers, ship builders, teachers to westernize Russia
- Simplified Russian alphabet
- Acquired a "window to the west" on the Baltic and a warm water port at St. Petersburg
- Introduced the potato to Russia
- Raised the status of women

Ch. 15 Smartboard lessons.notebook



**Homework: Finish Ch. 15-4
Quiz on Russia, Peter the Great,
and Ottomans**

Day 8

AP European History

Entrance task: What do you know
about the Ottoman empire?

Today: The Ottoman Empire

Homework: Ch. 15-5, q. 37-41



Ch. 15 Smartboard lessons.notebook

Who were the Ottomans?

- * Came from Central Asia & settled in Anatolia
- * Conquered Constantinople in 1483 from the Byzantine Empire, which subsequently collapsed
- * One of the most powerful empires in the world at their peak (mid-16th century)
- * Lands stretched from Persia across North Africa and into central Europe
- * Muslims



Government

Sultan owned all agricultural land in the empire. Therefore, no hereditary nobility.

- * **Slave corps** - filled top ranks of the bureaucracy and brought from neighboring non-Muslim lands
- * **Janissary corps** - sultan's well-trained army originally comprised of slaves, but later volunteers of both Christians and Muslims



Constantinople, renamed Istanbul



Topkapi Palace - officials worked and trained for future military and government careers

Sultans married women from high-ranking families, but had children only with their concubines, who could have only one male heir.

- * Sons were sent away with their mother to govern a province.
- * This prevented civil wars and family feuds for power

Constantinople, renamed Istanbul



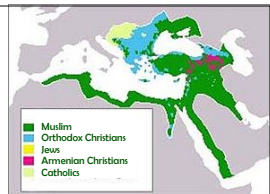
Topkapi Palace - officials worked and trained for future military and government careers

Ottoman rule was considered an improvement over Byzantine rule

- * provided a haven for many fleeing the western inquisition trials (Christians, Jews)

Millet System

- * religious communities with self-government under their religious leader
- * religious leaders supported the Sultan in exchange for authority over their own communities..
 - collected taxes for the state
 - regulated group behavior
 - maintained law courts, schools, hospitals, places of worship
 - Orthodox Christians, Jews, and Armenian Christians were allowed to practice in the Islamic state



Sultan Suleiman, aka The Magnificent

- * reigned from 1520-1566 over 15-20 million people during the "Golden Age" and dominated trade routes
- * Blended Byzantine, Arab, and Persian culture
- * Married his concubine, a former slave, and had several children.
- * From then on, imperial wives began to take on more power



Homework: Ch. 15-5, q. 37-41

Day 9

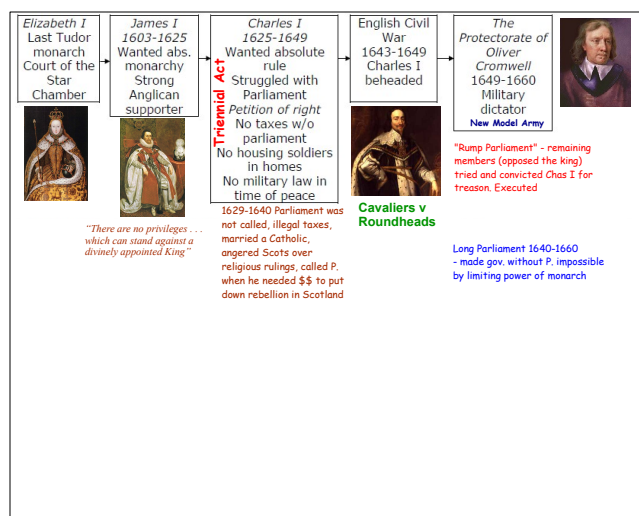
AP European History

Entrance task: Find a seat and relax

Today: Constitutionalism in England

Homework - Reading on English Bill of Rights Finish Ch. 15-5

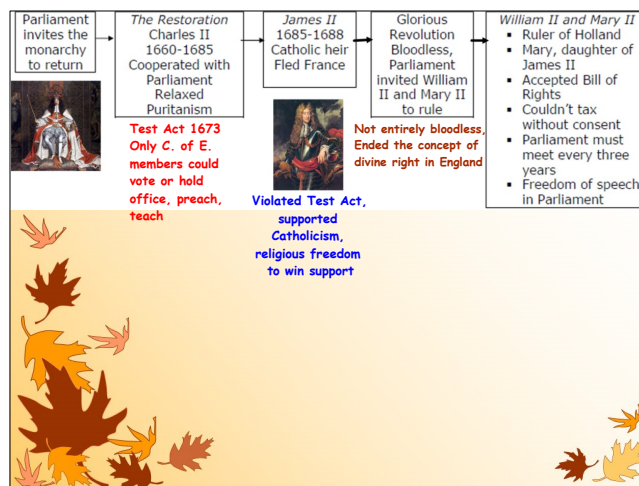
Constitutionalism



Life under Cromwell



- * military dictatorship
- * Instrument of Government 1663
- * banned Catholicism in Ireland, the beginning of a long hatred between Ireland and England
- * strict Puritanical rule
- * mercantilism - Navigation Acts
- * welcomed Jewish immigrants



Ch. 15 Smartboard lessons.notebook

Leviathan

By Thomas Hobbes

- * Written during the English Civil War and published in 1651
- * Viewed with the same historical significance as *The Prince*



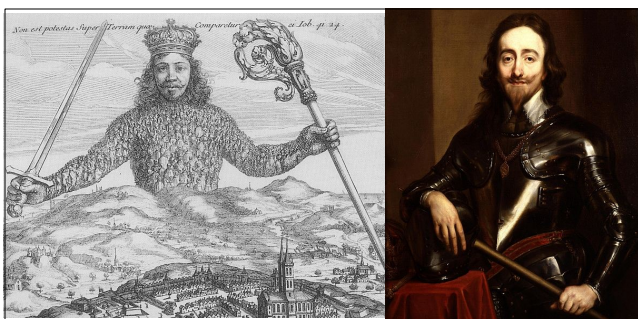
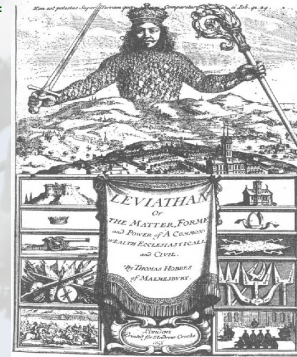
Non est potestas Super Terram quae Comparetur ei. Iob. 41 . 24

There is no power on earth to be compared to him.
Job 41:24



Earthly power	Power of the Church
Castle	Church
Crown	Mitre (bishop's hat)
Cannon	Excommunication
Weapons	Logic
Battlefield	Religious courts

The Sovereign holds symbols of both the state and church and his body is comprised of the people, representing the state.



Main points of *Leviathan*

- * Life without government would be chaos
- * People should enter into a *social contract* with a leader who will provide order
- * The contract is permanent - once a leader is given absolute power, that contract cannot be broken.
- * He supports an **ABSOLUTE MONARCHY**

Ch. 15 Smartboard lessons.notebook

John Locke -

- * Second Treatise of Civil Government (1690)
- * Believed that government was a contract between the ruled and the ruler
- * Power to govern came from the consent of the people
- * Ruler must protect the *natural rights* (life, liberty, property) of the people
- * If and when the gov. fails to do this, it should be overthrown.
- * He supports a **DEMOCRATIC GOVERNMENT**

AP European History

Homework - Reading - *English Declaration of Rights*, Finish Ch. 15-5

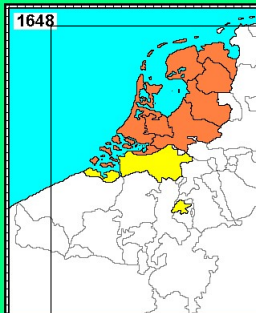


Day 10

AP European History

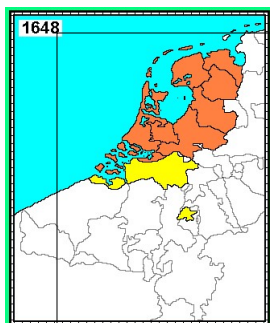
Today: The Dutch Republic
& Baroque art & architecture

Homework: Ch. 15-6



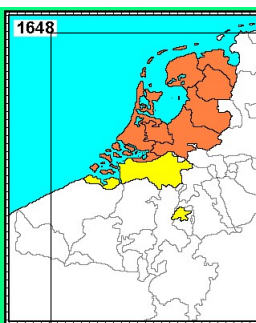
17th c. Dutch Republic

- * Seven provinces (the Netherlands) were governed by assemblies of wealthy merchants (Estates)
- * States General - a federal assembly ran foreign policy, appointed a rep (stadholder) in each province.



17th c. Dutch Republic

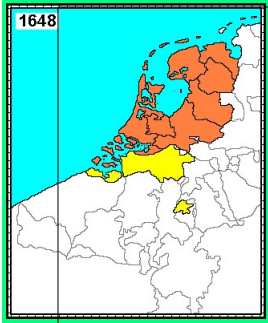
What was life like in the Dutch Republic? Why?



17th c. Dutch Republic

Why were the Dutch so prosperous?

Ch. 15 Smartboard lessons.notebook



17th c. Dutch Republic

* Calvinism

- * Commercially successful with more than half ships in Europe & highest standard of living in Europe
- * Practiced religious toleration

Baroque architecture & absolutism

- Baroque – dramatic, emotional style
- Royal palaces
- Catholic influence (Counter-Reformation)
- Intended as a visible statement of the wealth and power of the Church and intended to awe the people
- Decoration became more important and elaborate, and spaces became more complex, their impact highlighted by the dramatic use of light and shade



Ch. 15 Smartboard lessons.notebook

Russia



Prussia



Ch. 15 Smartboard lessons.notebook

Peter Paul
Rubens
*Daniel in the
Lions' Den*



1628

The Annunciation



AP European History

Homework: Review Ch. 15
Test on Wednesday

Video on baroque
7 min.